R E P O R T R E S U M E S

ED 020 351 VT 004 613

ADAPTING THE FFA TO A CHANGING PROGRAM OF VOCATIONAL AGRICULTURE. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

BY- KANTER, EARL F. BENDER, RALPH E.
OHIO STATE UNIV., COLUMBUS, DEPT. OF AGR. EDUC.

PUB DATE APR 66

EDRS PRICE MF-$0.25 HC-$1.96 47P.

DESCRIPTORS- *VOCATIONAL AGRICULTURE, *YOUTH CLUBS, *YOUTH PROGRAMS, OBJECTIVES, PROGRAM EVALUATION, PROGRAM PROPOSALS, *ORGANIZATIONAL CHANGE, EDUCATIONAL CHANGE, GUIDELINES, ACTIVITIES, FUTURE FARMERS OF AMERICA,

THE PURPOSE OF THIS NATIONAL STUDY WAS TO SUGGEST WAYS OF ADAPTING THE FUTURE FARMERS OF AMERICA (FFA) TO A CHANGING PROGRAM OF VOCATIONAL AGRICULTURE THROUGH IDENTIFYING NEW PURPOSES OF THE FFA AND EVALUATING SELECTED OPERATIONAL GUIDELINES AND NATIONAL AND STATE FFA ACTIVITIES. MEMBERS OF THE UNITED STATES OFFICE OF EDUCATION, HEAD STATE SUPERVISORS OF VOCATIONAL AGRICULTURE, HEAD TEACHER EDUCATORS IN AGRICULTURAL EDUCATION, EXECUTIVE SECRETARIES OF STATE FFA ASSOCIATIONS, STATE PRESIDENTS OF VOCATIONAL AGRICULTURE TEACHER ASSOCIATIONS, AND SELECTED SECONDARY SCHOOL ADMINISTRATORS WERE INVOLVED IN THE STUDY. NEW PURPOSES WERE DEVELOPED TO PROVIDE FOR BROADENING THE SCOPE OF THE ORGANIZATION TO INCLUDE ACTIVITIES FOR ALL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE CLASSES. SOME CONCLUSIONS WERE--(1) THERE SHOULD BE ONLY ONE ORGANIZATION FOR VOCATIONAL AGRICULTURE STUDENTS, (2) THE SCOPE OF THE FFA SHOULD BE BROADENED BY ADDING ACTIVITIES APPROPRIATE FOR STUDENTS ENGAGED IN OFF-FARM INSTRUCTION, (3) THE NAME OF THE ORGANIZATION SHOULD NOT BE CHANGED AT THE TIME BUT A CHANGING PROGRAM SUGGESTS CONTINUED STUDY OF THE MATTER, (4) GIRLS SHOULD BE CONSIDERED FOR MEMBERSHIP, (5) THE TERM "FARMING" SHOULD BE BROADENED BY THE USE OF THE TERM AGRICULTURE, (6) LEADERSHIP ACTIVITIES AND PUBLIC SPEAKING SHOULD BE CONTINUED AT ALL LEVELS, AND (7) GENERAL LIVESTOCK AND DAIRY CATTLE JUDGING SHOULD BE RETAINED BUT CONTINUED JUDGING OF MEAT, POULTRY, EGGS, AND DAIRY PRODUCTS IS QUESTIONABLE. THIS IS A DIGEST OF A PH.D. THESIS, WHICH WAS SUBMITTED TO THE OHIO STATE UNIVERSITY. IT IS AVAILABLE AS 66-6272 FOR $3.00 ON MICROFILM AND FOR $8.00 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (WB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED020351

RESEARCH SERIES IN AGRICULTURAL EDUCATION

A Research Report

of a

Graduate Study

ADAPTING THE FFA TO A CHANGING PROGRAM OF VOCATIONAL AGRICULTURE

By

Earl F. Kantner and Ralph E. Bender

Issued by

The Department of Agricultural Education

College of Agriculture and Home Economics

The Ohio State University

Columbus, Ohio 43210

April 1966

FOREWORD

This is a digest of a Ph.D. degree study that provides some evidence of changes desired to make the FFA more consistent with a broadened program of vocational agriculture. It includes an analysis of ratings made by 251 selected people comprising school administrators, teachers of vocational agriculture, executive secretaries of the FFA, supervisors of vocational agriculture and teacher educators in agricultural education concerning proposed objectives for the FFA, operational guidelines, and activities and awards on a local, state, and national basis. In addition to the analysis by groups, some attention was given to the responses by the various regions in the United States. The ratings made were in terms of the revised objectives of vocational agriculture which imply a program for non-farm agricultural occupations as well as farmers.

In my judgment, this is one of the most comprehensive FFA studies ever made. It is hoped that the recommendations can be implemented so that the FFA will be an effective method in the enrichment of the program for all high school students enrolled in vocational agriculture.

Ralph E. Bender

TABLE OF CONTENTS

	Page
ADAPTING THE FFA TO A CHANGING PROGRAM OF VOCATIONAL AGRICULTURE	
Purpose of This Study.	1
Need for the Study	1
General Procedure Used	7
MAJOR FINDINGS	
New FFA Purposes	9
Current Purposes	10
THE AIM AND PURPOSES	
Proposed New Purposes.	13
Proposed Purposes.	13
Composite Mean Ratings	14
THE FFA OPERATIONAL GUIDELINES	
Composite Mean Ratings	17
Ratings by Position.	17
Ratings by Region.	17
Name Change.	21
ACTIVITIES AND AWARDS	
Public Speaking.	22
Levels of Offering	23
Chapter Activities	24
Composite Mean Ratings	24
Levels of Offering	25
The Degree Program	26
Composite Mean Ratings	26
Ratings by Region and Position	27
Levels of Offering	27
Proficiency Awards	28
Composite Mean Ratings	28
Ratings by Position and Region	29
Levels of Offering	30

CONTENTS--Continued

	Page
Judging Contests.	30
Composite Mean Ratings.	31
Ratings by Position	32
Ratings by Region	32
Levels of Offering.	32
Activities Conducted by the Several States.	33
Composite Mean Ratings.	33
Ratings by Position and Region.	35
Levels of Offering.	35
Use Among the States.	35
CONCLUSIONS.	37
RECOMMENDATIONS.	40
BIBLIOGRAPHY	42

ADAPTING THE FFA TO A CHANGING PROGRAM OF VOCATIONAL AGRICULTURE

Purpose of this study

The primary purpose of this study was to determine adjustments needed to enable the FFA organization to fulfill its role in supplementing and enriching a broadened program of vocational agriculture.

The specific objectives of the study were --

1. to identify and evaluate new FFA purposes
2. to identify and evaluate selected organizational guidelines
3. to evaluate selected activities currently sponsored by the national FFA organization
4. to evaluate selected activities conducted by the several states
5. to determine the levels of offering of the national and selected state activities

Need for the study

> Agriculture will continue to change in the future as it has in the past and there is no doubt but what the instructional program in vocational agriculture will continue to be modified to fit the training needs of its students. Therefore the FFA program will need to change and continue to improve in quality![1]

---

[1]William Paul Gray, "National Trends in FFA Activities," The Agricultural Education Magazine (January, 1963), p. 133.

This statement of William Paul Gray, National Executive Secretary of the FFA, clearly states the basic need for change in the FFA. We are living in a rapidly changing world. The advent of "Sputnik" has accelerated many activities in the United States including those connected with agriculture. These accelerations or "changes" in American agriculture indicate a continuing change in the vocational agriculture and FFA programs. Purkey writes:

> The following changes seem to demand a "new look" at our FFA:
>
> 1. A highly specialized type of full-time farmers.
>
> 2. Increasing numbers of part-time farmers and rural residents.
>
> 3. Changing enrollment requirements for vocational agriculture students. (Not all with farm backgrounds.)
>
> 4. Decreasing numbers of "farmers" needed to produce the necessary food and fiber.
>
> 5. Increasing numbers of agricultural related occupations available where "production agriculture" is helpful.[2]

The need for change in the FFA program is directly related to the changes taking place in the total vocational agriculture program. Jones writes:

> FFA is a part of vocational agriculture. Boys must be enrolled in vocational agriculture before they can become FFA members. This means the FFA can and should contribute to fulfilling educational objectives.[3]

---

[2]D. R. Purkey, "Chapter Activities for Today's Members," The Agricultural Education Magazine (January, 1963), p. 133.

[3]Robert C. Jones, "Are Contests Overemphasized in the FFA Program?", The Agricultural Education Magazine (January, 1963), p. 140.

Cook further points the way:

> The objectives which have guided vocational agriculture must be recognized for their true worth and new goals must be established which will more nearly bring vocational agriculture into its proper perspective.[4]

Considerable attention has been given to the evaluation of the objectives of vocational agriculture. Delegates to the forty-second annual Agricultural Education Conference of the North Atlantic Region, meeting in New York City, April 2-6, 1962, recommended seven revisions in the then current purposes listed in Vocational Division Monograph Number 21. Delegates to the Pacific Region, meeting April 17-21, 1961 at Reno, Nevada, proposed a number of changes and delegates at the Southern Regional Conference held April 9-13, 1962 at Charleston, South Carolina, likewise proposed suggestions for restating the objectives of vocational agriculture.

In 1965 a group of six "Major Program Objectives for Vocational and Technical Education in Agriculture" were identified by the Office of Education in cooperation with a study committee representing the American Vocational Association. Those six proposed objectives are --

1. to develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture
2. to develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture
3. to develop an understanding and appreciation of career opportunities in agriculture and of the

---

[4]Claxton R. Cook, "Some New Approaches for Meeting Today's Needs in Vocational Agriculture," The Agricultural Education Magazine (July, 1962), p. 16.

preparation needed to enter and progress in agricultural occupations

4. to develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education
5. to aid in developing those abilities in human relations required for success in agricultural occupations
6. to aid in developing the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities

It may be noted that these objectives are stated broadly providing for instruction in off-farm agriculture as well as "farming."

The legal need for change in vocational agriculture, and subsequently the FFA, was brought about by the Vocational Act of 1963. Johnson writes:

> The Act provides for more flexibility in the program. It broadens the base of instruction in vocational agriculture. The early Acts placed certain limitations on instruction in agriculture. The new Act is broad enough to permit instruction to all groups of people in agriculture who have the need, the desire, and the ability to benefit from such training.[5]

---

[5]Floyd Johnson, "Agriculture and the New Vocational Education Act," The Agricultural Education Magazine (July, 1963), p. 6.

Tenney summarizes the basic changes provided by the Act as follows:

> The Vocational Education Act of 1963 included two basic changes for education in agriculture. The Act provides that funds allotted for agriculture "may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home and such education may be provided without directed or supervised practices on a farm."[6]

Although research is limited, several studies have been made to help determine future direction of the FFA program. One of these was the National FFA Study Committee[7] which met in Washington, D.C., March 29-31, 1965. Serving on this committee were a number of selected persons from teacher training and supervision in vocational agriculture, the FFA and NFA organizations, National Vocational Agriculture Teachers' Association and a state secretary of agriculture. Their recommendations were reported to the National Student Officers and Board of Directors at their August 1965 meeting. Assignment of some of the items was made to committees for study at the national FFA Convention, October 13-15, 1965. This committee report suggested the FFA should continue as a strong integral part of the total program of vocational agriculture and should be consistent with the new objectives provided by the Vocational Education Act of 1963. Further, it was recommended there be no discrimination because of sex and that the name reflect the broadened image of vocational agriculture. New purposes were presented along with numerous suggestions for change in

---

[6]A. W. Tenney, "A Basis for New Courses of Study," The Agricultural Education Magazine (March, 1965), p. 211.

[7]National FFA Study Committee Report, March 29-31, 1965, Washington, D.C.

FFA membership, degree work, ceremonies and other aspects of the FFA program.

Paul F. Johnson, Superintendent, Division of Vocational Education, Iowa, released results of an Iowa study on December 4, 1964.[8] Forty-six of the fifty states participated in the study. Findings generally indicated a need for change, as indicated by a strong vote to include girls in the FFA and the suggestion to include students interested in agricultural occupations in the FFA. Nineteen of twenty-seven respondents indicated that if the name were to be changed they would prefer "Future Farmers and Agriculturists."

C. W. Hill, Teacher Education, Cornell University, published the results of a study on April 7, 1964 made by the joint staff in Agricultural Education in New York.[9] They recognized the increasing need for changes in the FFA to bring it into line with the emerging broader concepts of agricultural education. A first choice of name was reported as being FAA -- Future Agriculturalist of America. The staff suggested broadening the aims and purposes, the creed and other structural features to include students interested in off-farm agriculture.

E. L. DeAlton, State Adviser of the North Dakota FFA Association, released a report on July 21, 1965 regarding an evaluation of the recommendations of the National FFA Study Committee. This evaluation was made by local advisers and FFA members throughout North Dakota. The report showed a general disagreement with some of the adaptations proposed by the

---

[8]Department of Public Instruction Report, Division of Vocational Education, DesMoines, Iowa, December 4, 1964.

[9]Staff Study, Cornell University, New York, April 7, 1964.

National FFA Study Committee. One example was their strong disagreement with girl membership. However, they did agree in opposing a change in name. Generally, the statement, "we are not yet ready for a major overhaul of the FFA," indicates their thinking toward change in the FFA.[10]

As indicated earlier in this study, it is the judgment of the writer that the FFA in its role as an integral part of vocational agriculture must be adapted to the needs of all students of vocational agriculture.

General procedure used

After determining the problem, purposes, and goals of the study, it was decided by the writer that the most effective way to secure the advice and opinion of selected educational leaders throughout the United States would be through a survey.

The design of the study was such that two independent instruments were necessary, the first dealing with basic purposes of the FFA and the second dealing with selected guidelines and activities of the FFA in relation to the newly proposed purposes developed in the first part of the study.

Five different groups of individuals were selected by the writer to serve as a "panel of experts" in responding to the survey. Each was asked to share his opinion by rating the various items on a 5-point scale as well as indicating the levels of offering of selected FFA activities. Those groups selected were as follows:

Head state supervisors of vocational agriculture
Head teacher trainers in agricultural education
Executive secretaries of state FFA associations
Presidents of state vocational agriculture teachers
Administrators of secondary public schools

---

[10]North Dakota FFA Evaluation of National FFA Study Committee Report, North Dakota FFA Association, State University Station, Fargo, North Dakota, July 21, 1965.

New FFA purposes were then identified by the writer and an instrument developed to test their acceptance. The questionnaire was first sent to a twenty-four member jury to test the instrument and after some revision it was sent to the two hundred and eighty-one prospective respondents. Eighty-nine and three-tenths per cent of the questionnaires were returned.

After the first survey was summarized, a second questionnaire was developed to secure opinions on selected operational FFA guidelines as well as selected activities and awards in light of the proposed new FFA purposes. Eighty-one and nine-tenths per cent of these questionnaires were returned.

The following statistical treatment was made:

Mean weighted ratings
F tests of significance in rating
t tests of rating difference in items

Analyses were also made among groups of respondents by geographical region and by position of respondents.

MAJOR FINDINGS

New FFA Purposes

In adapting the FFA to the changing program of vocational agriculture, it is necessary to begin with the basic purposes of the organization. These purposes should provide framework for the program. Further, they should be supplemental and provide enrichment to the instructional program of vocational agriculture.

There are numerous indications that the present aims and purposes of the FFA are restricting in the light of the broadened concept of vocational agriculture. John Leibold, Attorney for the State of Ohio, Department of Education, recently reviewed statutes regarding "boys only" in FFA. He writes in part, ". . . it appears to me that this discrimination against girls is an unlawful denial of the equal protection of laws."[11] He bases this decision on the fact the FFA is an intracurricular activity of the public school program when he states, "My answer is predicated on my understanding that membership in FFA is a requirement of participants in FFA activities which are inextricably mingled with curricular school activities and hence, a part of such curricular school activities."[12] These opinions would indicate that some serious attention be given to the basic purposes of the FFA organization.

Warren G. Weiler, Adviser of the Ohio FFA Association, writes, "The summary report of the panel of consultants on Vocational Education states

---

[11] John Leibold, Letter of Correspondence, April, 1964.

[12] Ibid.

in the Agenda for Action, 'Make education and training opportunities available to all, regardless of race, sex or place of residence.'"[13] Our current aims and purposes are in conflict with this recommendation.

Alfred A. Krebs, Teacher Educator at the University of Illinois, writes, "Vocational agriculture has now been charged with the responsibility of preparing youth for any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm homes, and such education may be provided without direct or supervised practice on a farm."[14] This broadened concept has implication for broadening FFA purposes to keep in line with a broadened program of vocational agriculture. Krebs recognizes this as he further states, "Of first order of importance is the revision of the aims and purposes of the FFA."[15] These thoughts, in the opinion of the writer, indicate that close attention needs to be given to the current aims and purposes of the FFA with the assurance that sufficient latitude is provided to permit easy program adaptation. This needs to be done considering the real needs of the members and in light of an ever changing society.

Current purposes

The FFA aim and purposes have been used without change since the inception of the FFA in 1928. Although they were undoubtedly appropriate at that time, it is the opinion of the writer that numerous ones are restricting to a broadened program of vocational agriculture. Numerous

---

[13]Warren G. Weiler, "For Boys Only," The Agricultural Education Magazine (October, 1964), p. 84.

[14]Alfred A. Krebs, "The FFA On Trial," The Agricultural Education Magazine (October, 1964), p. 85.

[15]Ibid.

ones refer either through direct statement or inference to "farming" and "boys" rather than to a total agriculture for all interested members. These "limitations" may be noted in reviewing the aim and purposes as recorded in the 1964 issue of the Official FFA Manual.

THE AIM AND PURPOSES[16]

The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs and establishment in farming.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

---

[16]Official Manual for Future Farmers of America (January, 1964), p. 11.

Proposed new purposes

In developing a list of proposed purposes for a broadened FFA organization, the writer decided upon a "fresh look" at the FFA and chose to develop new purposes based specifically on current needs. This was done without specific reference to those developed in 1928. This philosophy was presented by Herbert L. Schaller when he wrote, "Forgetting all you know about the FFA as it exists, what would you choose as the real objectives of such an organization?"[17]

In identifying these purposes, the following considerations were paramount:

1. Purposes of the FFA should relate closely to the objectives of the vocational agriculture program.
2. Purposes of FFA should be stated in a clear and concise manner so as to be easily understood by young people.
3. Purposes of FFA should allow for diverse needs.

Proposed purposes

The primary purpose of the FFA is to vitalize and enrich the instructional program of vocational agriculture. Specific purposes of the organization are to develop desirable interests, attitudes, and abilities in members to --

1. choose and prepare for an agricultural occupation
2. develop agricultural leadership
3. foster community service, citizenship and patriotism
4. improve scholarship

---

[17]Herbert L. Schaller, "If the FFA Could Start From Scratch," The Agricultural Education Magazine (October, 1964), p. 86.

5. make continuous personal and vocational growth
6. make effective use of leisure time
7. strengthen the confidence of members in themselves and in their work
8. improve the home and home environment
9. recognize the vital role of agriculture in society
10. conserve human and natural resources
11. develop cooperation, brotherhood, and international goodwill

Composite mean ratings

Two hundred and fifty respondents, 89.3 per cent of those contacted, responded to the questionnaire on proposed purposes. The mean composite rating for the twelve purposes was 4.59.

The administrators agreed most with the purposes and the executive secretaries, least, among the position groups. Among the regions the North Atlantic Region agreed most and the Pacific Region least.

As shown in Table 1 the composite mean rating of the primary purpose was 4.41. This was interpreted by the writer to be a relatively high level of acceptance. The rating differences among position groups of respondents were significant with the administrators agreeing most with this purpose and the executive secretaries least. There was no significant difference in rating by region.

The rank order of specific purposes, based on mean ratings, is also shown in Table 1 along with mean ratings. The range of ratings from a high of 4.86 to a low of 4.12 were interpreted to be relatively high for a 5-point scale. It was especially interesting to the writer to note that the purpose rated highest by all respondents was, "strengthen the confidence of members in themselves and in their work."

Table 1.--Mean ratings of the primary purpose and the specific purposes (specific purposes ranked according to mean values).

The Primary Purpose	Rank	Mean Rating
The primary purpose of the FFA is to vitalize and enrich the instructional program of vocational agriculture. Specific purposes of the organization are to develop desirable interests, attitudes, and abilities in members to:		4.41
The Specific Purposes		
Strengthen the confidence of members in themselves and in their work	1	4.86
Foster community service, citizenship, and patriotism	2	4.78
Develop agricultural leadership	3	4.76
Improve the home and home environment	4	4.66
Recognize the vital role of agriculture in society	5	4.64
Make continuous personal and vocational growth	6	4.64
Develop cooperation, brotherhood, and international goodwill	7	4.59
Conserve human and natural resources	8	4.58
Improve scholarship	9	4.58
Make effective use of leisure time	10	4.48
Choose and prepare for an agricultural occupation	11	4.12
Total Mean -- All Purposes	xxx	4.59

THE FFA OPERATIONAL GUIDELINES

If the FFA is to fulfill its role of supplementing the classroom phase of vocational agriculture, careful evaluation should be made of various policies and procedures, and adaptations implemented where needed.

For purposes of this study, eight "operational guidelines" were identified and evaluated. In reviewing these operational guidelines, it would be well to keep in mind the broadening aspects outlined in the Vocational Act of 1963 as well as the new purposes presented earlier in this paper. These guidelines are as follows:

1. Maintain one youth organization rather than developing one for Future Farmers, another for Future Horticulturalists, another for Agri-business, etc.

2. Broaden the scope of the FFA by adding activities appropriate for students engaged in off-farm instruction.

3. Keep the FFA a separate and distinct agricultural student organization, rather than merging it into an all-vocational club.

4. Broaden the scope of the organization by changing all terminology in reference to "farming" to "agriculture."

5. Broaden the present FFA degree program to include off-farm agricultural interests rather than establish a separate set of degrees for off-farm agricultural interests.

6. Allow girls who are enrolled in vocational agriculture full membership in the FFA.

7. Change the name "Future Farmers of America" to one more appropriate to a broadened program of vocational agriculture.

8. Assuming the FFA name were to be changed, please rank the following possible names on a 1, 2, 3 basis: FFA (Future Farmers and other Horticulturalists), FAA (Future Agriculturalists of America). See Table 4.

Table 2 shows the analysis of ratings, including means of the position groups and the composite mean. The guidelines are listed in rank order of composite mean. Table 3 shows the ratings by region.

Composite mean ratings

It was the opinion of the writer that the four guidelines that were rated above the 4.00 level were generally accepted but that those three rated under 4.00 may need further study. These may need to be considered for implementation, however, in light of the Vocational Act of 1963.

Ratings by position

There was an exceptionally high degree of consistency among the respondent groups. Only two guidelines, number six, "Allow girls who are enrolled in vocational agriculture full membership in the FFA," and number seven, "Change the name Future Farmers of America to one more appropriate to a broadened program of vocational agriculture," were rated significantly different among the position groups. The mean ratings of the executive secretaries were lowest in each case.

Ratings by region

In regard to regional groups, four of the guidelines were rated similarly. Those with statistically significant differences among regions, as determined by the F test, were number two, "Broaden the scope of the FFA by adding activities appropriate for students engaged in off-farm instruction"; number six, "Allow girls who are enrolled in vocational agriculture full membership in the FFA"; and number seven, "Change the name Future Farmers of America to one more appropriate to a broadened program of vocational agriculture."

Table 2.--Ratings by position and composite mean ratings of selected operational guidelines of the FFA shown in rank order of composite mean values.

Item	Position					Comp. Mean Rtg.
	HSS	HTT	Ex. Sec.	Pres.	Adm.	
1. Maintain one youth organization.	4.60	4.90	4.66	4.80	4.82	4.77
2. Broaden the scope of the FFA by adding off-farm activities	4.57	4.66	4.61	4.51	4.55	4.58
3. Keep the FFA a separate organization.	4.64	4.51	4.72	4.00	4.44	4.46
4. Change terminology in reference to "farming" to "agriculture."	4.07	4.49	4.13	4.46	4.58	4.39
5. Broaden the present FFA degree program.	3.74	4.00	3.73	4.17	4.10	3.97
6. Allow girls membership in the FFA.	3.56	4.56	3.16	3.47	4.41	3.62*
7. Change the name "Future Farmers of America" to one more appropriate.	3.67	4.22	2.85	3.60	3.35	3.52*

*Indicates statistically significant differences in mean values among positional groups of respondents.

Table 3.--Ratings by regions and composite mean ratings of selected general modifications of the FFA shown in rank order of composite mean values.

Item	Region				Comp. Mean Rtg.
	N. A.	Cen.	So.	Pac.	
1. Maintain one youth organization.	4.89	4.55	4.80	4.86	4.77
2. Broaden the scope of the FFA by adding off-farm activities.	4.70	4.41	4.71	4.52	4.58
3. Keep the FFA a separate organization.	4.39	4.59	4.63	4.24	4.46
4. Change all terminology in reference to "farming" to "agriculture."	4.07	4.41	4.71	4.52	4.39*
5. Broaden the present FFA degree program.	4.12	3.65	4.10	4.09	3.97
6. Allow girls membership in the FFA.	4.13	3.58	3.53	3.26	3.62*
7. Change the name "Future Farmers of America" to one more appropriate.	3.95	3.50	3.08	3.48	3.52*

*Indicates statistically significant differences in mean values among regional groups of respondents.

Table 4.--Mean weighted ratings and rating frequency of possible future names of the FFA shown in rank order.

Name	Per Cent Who Rated	Per Cent Who Rated in Upper Three			Mean Value*
		3	2	1	
FFA (Future Farmers and other Agriculturalists)	61.4	43.8	10.3	7.3	1.59
FAA (Future Agriculturalists of America)	56.7	16.7	27.1	12.9	1.17
FLA (Future Leaders of Agriculture)	51.9	12.4	19.4	20.1	.98
FALA (Future Agricultural Leaders of America)	26.2	6.0	9.9	10.3	.48
ALA (Agricultural Leaders of America)	21.0	3.4	6.0	11.6	.34
ACA (Agricultural Clubs of America)	12.0	2.6	3.8	5.6	.21
AECA (Agricultural Education Clubs of America)	10.7	3.4	2.6	4.7	.20
VACA (Vocational Agriculture Clubs of America)	10.3	2.6	3.8	3.9	.19

*Based on a 3-point scale. Respondent chose top three names in order of preference.

Name change

Analysis of the responses to name change revealed a lack of support for a change. The highest rated name was "Future Farmers and Other Agriculturalists" (FFA), with a mean rating of 1.59 on the 3-point scale. "Future Agriculturalists of America" (FAA) had a 1.17 mean and "Future Leaders of Agriculture" (FLA) had a .98 mean. Other names ranked considerably lower.

In the opinion of the writer, the time has not yet arrived for a change in name of the organization. Perhaps a period of time is needed to ascertain the impact and direction of the broadened vocational agriculture program.

ACTIVITIES AND AWARDS

The many FFA activities, including public speaking, parliamentary procedure, proficiency awards, degree work and others, are the basis of the FFA program. Constant evaluation and adjustment must be made to provide the most effective program of activities. Purkey found that Ohio teachers averaged 56.1 hours per week on the total job of teaching vocational agriculture.[18] It is obvious that the time of the local teacher is a critical factor in evaluating the worth of each activity. The question then may well be asked, "How far should we go in FFA activities?" Baker states,

> There can be little argument over the merits of many of our activities, and these are the ones that we should accent. Those activities that tend to be weak should be discontinued or redesigned to increase quality.[19]

Public Speaking

In the judgment of the writer, public speaking has been highly respected throughout the years by both leaders and students in vocational agriculture. This is borne out by the respondents as indicated by the composite mean rating of 4.76. This is a higher rating than any other activity included in this study and warrants the consideration that it be kept in the FFA program.

---

[18]Dorris Ray Purkey, "Time Used for Professional Activities by Teachers of Vocational Agriculture in Ohio" (unpublished Master's thesis), The Ohio State University, 1951, p. 62.

[19]R. A. Baker, "The Value of FFA Activities," The Agricultural Education Magazine (March, 1962), p. 209.

Table 5.--Distribution of ratings, mean weighted ratings and F value shown by position of respondents in rank order for public speaking.

Position	Per Cent Who Rated Public Speaking					Mean Wtd. Rtg.*
	5	4	3	2	1	
Executive Secretaries	96.9	3.1	-	-	-	4.97
Head State Supervisors	92.9	7.1	-	-	-	4.93
State Presidents	85.3	11.8	2.9	-	-	4.82
Administraters	77.8	14.8	3.7	1.2	2.5	4.34
Head Teacher Trainers	71.8	20.5	5.1	2.6	-	4.32
Total	83.3	12.3	2.6	.9	.9	4.76

*F = 3.0731, significant at .05 level.

Levels of offering

Respondents were asked to indicate each level this activity should be offered. In reference to Table 6 there is little doubt that public speaking should be offered at all four levels--local, intermediate, state, and national.

With 91.4 per cent indicating local and 88.5 per cent indicating state level, it may be concluded that these two levels are fully warranted. With an 83.7 per cent support for national level and 79.0 per cent for intermediate, it would seem logical to recommend public speaking be retained at these levels also.

Table 6.--Levels of offering for the leadership activity, public speaking.

Activity	Per Cent Indicating			
	Local	Inter-mediate	State	National
Public Speaking	91.4	79.0	88.5	83.7

Chapter Activities

Activities which require the entire chapter to participate are usually valuable in creating unity, cooperation among members and pride of accomplishment in a local chapter. The chapter contest, in the opinion of the writer, is especially effective in stimulating the membership to excel in all phases of FFA work. The Farm Safety Contest is also a worthy activity that has done much to reduce financial loss as well as needless suffering and death.

Binkley writes:

> What do teachers of agriculture want the FFA activities to help them do? Basically, they want the activities to motivate--to cause the students to do certain things that they would not otherwise do.[20]

Composite mean ratings

An anlysis of composite mean ratings of the chapter activities as recorded in Table 7 reveals relatively high mean values, in the opinion of the writer. The 4.59 mean of the chapter contest and the 4.47 mean of the

---

[20]Harold Binkley, "Making the FFA Contribute," The Agricultural Education Magazine (March, 1961), p. 201.

farm safety contest are both high when considering they were rated on a 5-point scale.

Table 7.--Composite mean ratings of nationally sponsored chapter activities shown in rank order of mean value.

Activity	Composite Mean Ratings
Chapter Contest	4.59
Farm Safety Contest	4.47

All region and position groups rated each activity about equally since there were no statistically significant differences in the ratings of the different respondent groups.

Levels of offering

It was the judgment of the writer that at least two-thirds of the respondents should indicate a certain level of offering to warrant administration of an activity at that level.

Table 8.--Levels of offering of nationally sponsored chapter activities.

Activity	Per Cent Indicating			
	Local	Inter-mediate	State	National
Chapter Contest	84.1	39.9	77.7	60.1
Farm Safety Contest	86.3	42.9	76.5	58.8

In applying this standard, it may be noted that the chapter contest would be administered at only two levels--local and state. The 39.9 per cent of respondents indicating the intermediate level and 60.1 per cent indicating national level offering appear to be insufficient to warrant recommendation of offering.

The farm safety contest results are similar to those of the chapter contest. In the opinion of the writer, the results suggest that this activity be administered at the local and state levels only.

The Degree Program

The challenge of degree achievement does much to inspire young people to greater accomplishment in the opinion of the writer. Through the efforts of members to attain these goals, many members attain higher levels of achievement than they otherwise would reach. These achievements often occur in many areas of individual development such as scholarship, leadership, citizenship, cooperation and the occupational experience program.

Composite mean ratings

Table 9 shows the composite mean ratings of all respondents, all regions for each degree sponsored by the national organization of Future Farmers of America.

Table 9.--Composite mean ratings of nationally sponsored FFA degrees.

Activity	Composite Mean Ratings
Greenhand	4.67
Chapter Farmer	4.68
State Farmer	4.72
American Farmer	4.68

Ratings by region and position

In analyzing the means of each of the degrees by region as well as by position, a very close agreement was found. In applying the F test of significant difference, it was found that there were no statistically significant differences among the means of the positions or of the regions. Thus, it may be concluded that there was general agreement among respondents on the value of degree work.

It is significant that each of the degrees is important as seen by the respondents.

Levels of offering

The respondents' reaction to the query on levels of offering of each of the degrees is shown in Table 10.

Table 10.--Levels of offering of nationally sponsored FFA degrees.

Degree	Per Cent Indicating			
	Local	Inter-mediate	State	National
Greenhand	91.1			
Chapter Farmer	70.3	17.2		
State Farmer			85.4	
American Farmer				85.7

These figures tend to uphold the current plan of giving the four degrees at the three administrative levels of local, state, and national. There is some interest, however, in offering the second degree, currently indicated by the term "chapter farmer," at the intermediate level. This

could conceivably be at the county, district area or other level between the chapter level and state level as desired by any particular state. Although the 17.2 per cent is hardly enough to warrant a definite suggestion for change, it should be sufficient to suggest some consideration in the opinion of the writer.

Proficiency Awards

The challenge of proficiency awards generally stimulates FFA members to greater achievement in areas of their interest. Many students participate at the local level for the right to represent their chapter in succeeding levels of competition with each level a more coveted achievement. Much of the value of FFA work seems to be the result of the challenge, motivation and recognition received from competitive participation in proficiency awards. Binkley explains the psychology of this as he writes:

> How does recognition affect people? People want to compete, to excel, to display special talent and to receive recognition. Why? For the approval of their fellows and those they admire or think well of. People desire and seek recognition, day after day, in one form or another. This is, or should be, a recognized force in education. Teachers of agriculture should gear their thinking more closely to this force.[20]

Composite mean ratings

The nationally sponsored proficiency awards were rated from a high of 4.62 for the star farmer award to a low of 4.06 for the poultry farming award. Ratings of each of the awards are shown in Table 11. It was the opinion of the writer that the lowest rating of 4.06 is sufficiently high on the 5-point scale to warrant retention of this activity in the FFA program. This, then, means all current proficiency awards would be retained since all others were rated above the poultry farming award.

---

[20] Ibid.

Table 11.—Composite mean ratings of nationally sponsored proficiency awards shown in rank order of mean value.

Proficiency Award	Composite Mean Rating
Star Farmer	4.62
Mechanics	4.54
Soil and Water	4.45*
Livestock Farming	4.43
Crop Farming	4.39*,**
Dairy Farming	4.32
Electrification	4.28*
Farm Forestry	4.19*
Poultry Farming	4.06*,**

*Signifies statistically significant difference among means of regions.

**Signifies statistically significant difference among means of positions.

Ratings by position and region

There were some significant differences in the ratings among respondent groups. Analysis by position groups revealed significant differences in the crop and poultry farming awards. Head teacher trainers ranked lowest in each case. In analyzing the regions, significant differences were found in the soil and water, crop farming, electrification, farm forestry and poultry farming awards. In each case the North Atlantic Region ranked highest and in each case, except the crop farming award, the Pacific Region ranked lowest. In the crop farming award, the Southern Region ranked lowest. The analysis of distribution of ratings revealed only moderately high levels of rating in the opinion of the writer.

Levels of offering

Analysis of levels of offering reveals ample support for the star farmer award at the current three levels of local, state, and national. All other awards were supported at the local and state levels with less than two-thirds of the respondents indicating intermediate or national level offering.

Table 12.--Levels of offering of nationally sponsored proficiency awards.

Proficiency Award	Per Cent Indicating			
	Local	Inter-mediate	State	National
Star Farmer	85.0	39.1	81.9	76.0
Mechanics	87.1	45.1	80.3	63.9
Soil and Water	88.0	44.6	79.8	64.4
Livestock Farming	95.8	42.0	85.6	64.4
Crop Farming	86.7	42.5	77.2	61.8
Dairy Farming	85.7	40.8	77.2	61.4
Electrification	83.3	47.0	74.7	60.0
Farm Forestry	81.5	40.4	71.6	55.0
Poultry Farming	82.0	39.5	71.6	54.5

Judging Contests

Judging contests have been a part of the vocational agriculture and FFA program for many years. Many thousands of FFA members have applied their skill in the numerous judging events available for participation in the FFA. This activity has provided ways and means for members to participate in an event of their interest which has resulted in increased interest

and enthusiasm for the FFA as well as the entire vocational agriculture program. In the opinion of the writer, judging contests also increase the participant's judgment, skills, and the ability to make a decision through critical analysis procedures.

Composite mean ratings

It may be noted in Table 13 that the judging contests were not rated especially high by the respondents. The highest rated contest was general livestock judging at 4.23. Dairy judging was rated second at 4.13 while the other three were rated much lower. There was a .43 difference in the high rating of 4.23 for general livestock judging and the low of 3.60 for dairy products judging. The three that were rated lowest, all below 4.00, were meats, poultry and eggs, and dairy products judging.

Their low ratings indicate a lack of support for each in their present state in the opinion of the writer. Perhaps they should be consolidated into general livestock or dairy judging or dropped completely.

Table 13.--Composite mean ratings of nationally sponsored judging contests shown in rank order of mean value.

Judging Contest	Composite Mean Ratings
General Livestock	4.23*
Dairy	4.13*
Meats	3.81*
Poultry and Egg	3.67*
Dairy Products	3.60*

*Signifies significant differences among means of positions.

Ratings by position

Ratings of the judging contests varied significantly among the position groups of respondents. The administrators agreed most and head teacher trainers least. The head teacher trainers rated each judging contest considerably lower than the other respondents did.

Ratings by region

In analyzing the ratings of the respondents by region, the writer found a general similarity of mean values. In applying the F test of significant difference, it was found the difference in means of the regions were not statistically significant.

Levels of offering

Using the standard that two-thirds support is necessary to recommend retention of an activity at any given level, several conclusions may be drawn. First, all judging events would be retained at the local and state levels except for dairy products at the state level. Secondly, there was relatively little support for any judging contests at the intermediate and national levels. It should also be pointed out that meats and poultry and eggs judging rank relatively low for state level offering although they would qualify under the two-thirds standard.

Table 14.--Levels of offering of nationally sponsored judging contests.

Judging Contest	Per Cent Indicating			
	Local	Inter-mediate	State	National
General Livestock	88.4	49.0	80.3	62.7
Dairy	86.3	46.4	79.8	58.8
Meats	78.5	41.3	67.9	47.7
Poultry and Eggs	78.5	40.4	67.4	47.2
Dairy Products	74.2	37.8	65.7	45.1

Activities Conducted by the Several States

There are many FFA activities in use throughout the nation other than those sponsored by the national FFA organization. Any given state may be administering an activity that is especially well accepted and may be of interest to other states if the idea were shared. Some activities may be very successful in one particular state but not so successful in another state. In determining activities that may be offered beyond those currently sponsored by the national organization, it would be wise to analyze all possibilities but in the end choose those activities that meet the specific needs and interests of the membership involved.

Composite mean ratings

Table 15 shows those activities included in the study. It may be noted that there is a wide range in the mean values of these miscellaneous FFA activities. Only five of the eighteen activities were rated above the "4" level by the respondents. These are:

Scholarship Award
Proficiency Award
Parliamentary Procedure
Extemporaneous Speaking
Agricultural Engineering Contest

Table 15.--Composite mean ratings of miscellaneous FFA activities shown in rank order of mean values.

Activity	Composite Mean Ratings
Scholarship Award	4.34
Proficiency Award	4.34
Parliamentary Procedure	4.27
Extemporaneous Speaking	4.26**
Agric. Engineering Contest	4.09
Cooperative Award	3.89
Horticulture Judging	3.88*
Agronomy Judging	3.85
Creed Recitation	3.68
Farm Forum	3.65
Secretary's Award	3.61
Treasurer's Award	3.58
Reporter's Award	3.53
Share Activity (Crop, etc.)	3.33
Chapter Marketing Award	3.07*
Chapter Horticulture Degree	3.06
Wool Judging	3.05*

*Indicates statistically significant differences in mean values of position groups.

**Indicates statistically significant differences in mean values of regions.

The following activities were rated from 3.50 to 4.00 and their use was thus considered "questionable" by the writer:

Cooperative Award
Horticulture Judging
Agronomy Judging
Creed Recitation
Farm Forum
Secretary's Award
Treasurer's Award
Reporter's Award

Those that were rated below 3.50 and in the opinion of the writer did not receive sufficient support for recommendation were:

Share Activity
Chapter Marketing
Chapter Horticulturalist Degree
Wool Judging

Ratings by position and region

There was general agreement on the mean value of all activities among the position groups except for horticulture judging, chapter marketing award and wool judging. Among the regions only extemporaneous speaking had a significant difference among mean ratings.

Levels of offering

None of the activities received support for national level offering. Five received state level support by two-thirds or more of the respondents. They are:

Proficiency Awards
Agricultural Engineering Contest
Cooperative Award
Horticulture Judging
Agronomy Judging

Little support was given the intermediate level; however, all activities were rated high for local level offering.

Use among the states

The miscellaneous activities vary in use by states. Extemporaneous speaking was used most by twenty-four states and the scholarship award and chapter horticulturalist degree, least, by six states. The extent of state use for each of the miscellaneous activities is shown in Table 16.

Table 16.--Miscellaneous FFA activities used by the several states shown in rank order of state use.

Activity	Number of States
Extemporaneous Speaking	24
Wool Judging	21
Agricultural Engineering Contest	18
Horticulture Judging	18
Share Activity	18
Agronomy Judging	17
Parliamentary Procedure	16
Proficiency Award	15
Farm Forum	15
Secretary's Award	14
Creed Recitation	11
Treasurer's Award	11
Cooperative Award	9
Chapter Marketing Award	8
Reporter's Award	7
Scholarship Award	6
Chapter Horticulturalist Degree	6

CONCLUSIONS

The following conclusions were drawn from the research findings:

1. That new purposes should be considered for the FFA.
2. That there should be only one youth organization for students of vocational agriculture.
3. That the scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm instruction.
4. That the FFA should remain a separate and distinct organization rather than merging it into an all-vocational club.
5. That the scope of the organization should be broadened by changing terminology in reference to "farming" to "agriculture."
6. That the present FFA degree program be broadened to include off-farm agricultural interests rather than establishing a separate set of degrees.
7. That girl membership be considered. Although the rating was 3.62, the Vocational Act of 1963 indicated all students should be served.
8. That the name "Future Farmers of America" not be changed at this time. A changing program, however, suggests continued study of this item in the opinion of the writer.
9. That the leadership activity, public speaking, be continued at local, intermediate, state, and national levels.

10. That the degree program be continued at the local, state, and national levels as it is now administered and some consideration given to administering the second degree at the intermediate level.
11. That proficiency awards be retained in the FFA awards program. The star farmer award should be retained at the local, state, and national levels but all other proficiency awards should be administered at the local and state levels only.
12. That the chapter activities, chapter contest and farm safety contest be continued at the local and state levels. Intermediate and national level offering is questionable.
13. That judging of general livestock and of dairy cattle be retained in the program but continued judging of meats, poultry and eggs, and dairy products is questionable. General livestock and dairy judging should be offered at the local and state levels. Intermediate and national level offering is questionable.
14. That the following miscellaneous activities be offered at the local level:

    Scholarship Award
    Proficiency Awards (additional)
    Parliamentary Procedure
    Extemporaneous Speaking
    Agricultural Engineering Contest

15. That the following eight miscellaneous activities be given careful consideration before implementation because of their moderate rating:

    Cooperative Award
    Horticulture Judging
    Agronomy Judging

Creed Recitation
Farm Forum
Secretary's Award
Treasurer's Award
Reporter's Award

16. That the following five miscellaneous activities be offered at the state level:

Proficiency Awards
Agricultural Engineering Contest
Cooperative Award
Horticulture Judging
Agronomy Judging

17. That none of the miscellaneous activities be implemented at the intermediate or national levels.

RECOMMENDATIONS

Based upon the findings of this study and the judgment of the writer, the following recommendations are offered:

1. That the broadened purposes identified in this study be considered for adoption as new FFA purposes.
2. That there continue to be only one youth organization for vocational agriculture students.
3. That off-farm agricultural activities be added to the FFA program.
4. That the FFA remain a separate and distinct agricultural organization rather than becoming a part of an all-vocational club.
5. That terminology in reference to "farming" be changed to "agriculture" in the FFA ritual and materials.
6. That the present four level degree program remain in use but that it be broadened to include off-farm agricultural interests.
7. That girls be allowed membership in the FFA.
8. That additional study be given to changing the name of the FFA.
9. That public speaking be continued at the local, state, and national levels.
10. That the degree program be continued at the local, state, and national levels with some consideration given to administering the second degree at the intermediate level.

11. That the star farmer award be continued at the local, state, and national levels and all other proficiency awards administered at the local and state levels only.
12. That the chapter contest and farm safety contest be continued at the local and state levels only.
13. That judging of general livestock and dairy cattle be continued but at the local and state levels only.
14. That meats and wool judging be combined with livestock judging and dairy products judging be combined with dairy cattle judging. Poultry judging should be dropped from the program.
15. That careful consideration be given to the implementation of those additional miscellaneous activities which were supported by the respondents.
16. That the national FFA Board of Trustees and Student Officers give consideration to this and other studies completed in determining changes to be introduced at the 1966 national convention to be held in Kansas City, Missouri.
17. That further research be conducted on the state and/or national levels to determine the following program adjustment:

    a. changing the name of the FFA
    b. broadening eligibility for membership to include girls in the FFA
    c. adjusting all ritual to a broad agriculture
    d. developing new activities for students interested in off-farm agriculture

BIBLIOGRAPHY

Periodicals

Baker, R. A. "The Value of FFA Activities," The Agricultural Education Magazine (March, 1962), p. 209.

Binkley, Harold. "Making the FFA Contribute," The Agricultural Education Magazine (March, 1961), p. 201.

Cook, Claxton R. "Some New Approaches for Meeting Today's Needs in Vocational Agriculture," The Agricultural Education Magazine (July, 1962), p. 16.

Cromer, C. A. "New Horizons of the FFA," The Agricultural Education Magazine (October, 1964), p. 83.

Gray, William Paul. "National Trends in FFA Activities," The Agricultural Education Magazine (January, 1963), p. 133.

Johnson, Floyd. "Agriculture and the New Vocational Education Act," The Agricultural Education Magazine (July, 1963), p. 6.

Jones, Robert C. "Are Contests Overemphasized in the FFA Program," The Agricultural Education Magazine (January, 1963), p. 140.

Krebs, Alfred A. "The FFA On Trial," The Agricultural Education Magazine (October, 1964), p. 85.

Purkey, D. R. "Chapter Activities for Today's Members," The Agricultural Education Magazine (January, 1963), p. 133.

Schaller, Herbert L. "If the FFA Could Start From Scratch," The Agricultural Education Magazine (October, 1964), p. 86.

Tenney, A. W. "A Basis for New Courses of Study," The Agricultural Education Magazine (March, 1965), p. 211.

Weiler, Warren G. "For Boys Only," The Agricultural Education Magazine (October, 1964), p. 84.

Books

Bender, R. E., Clark, R. M., Taylor, R. E., The FFA and You. Illinois: The Interstate Printers and Publishers, Inc., 1962.

Official Manual for Future Farmers of America. Virginia: Future Farmers Supply Service, 1964.

Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Illinois: The Interstate Printers and Publishers, Inc., 1965.

Reports

Barnes, Fred P. Practical Research Processes. Department of Public Instruction, 1958.

Department of Public Instruction. Report of State Supervisors of Agricultural Education. Iowa: 1964.

Joint Staff in Agricultural Education. Staff Study. New York: 1964.

National FFA Study Committee. A Report of the Meeting. Washington, D.C.: 1965.

North Dakota FFA Association. Report of North Dakota FFA Association. North Dakota: 1965.

Unpublished Material

Purkey, Dorris Ray. "Time Used for Professional Activities by Teachers of Vocational Agriculture in Ohio." Unpublished M.S. thesis, The Ohio State University, 1951.

Other Sources

Leibold, John. Letter of Correspondence. April, 1964.